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AN EVALUATION OF SUCCESSFUL LEADERSHIP

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AN EVALUATION OF SUCCESSFUL LEADERSHIP

A Term Paper

Presented to

The Faculty of the Management School

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by

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CHAPTER I

INTRODUCTION

This paper will attempt to indicate the factors that can be identified and relate to successful leadership. The facts have been gathered from numerous textbooks, magazine articles and from studies made by the Institute of Personality Assessment and Research of the University of California and the Human Resources and Research Unit of the U. S. Army at the Presidio of Monterey.

IS LEADERSHIP NONSENSE?

Chester I. Barnard feels that leadership has been the subject of an extraordinary amount of dogmatically stated nonsense. While some of it, he believes, has been enumerated by observers who have had no experience in coordinating and directing the activity of others, much of it has come from men of ample experience, often of established reputation as leaders. (2:93)

Koontz and O'Donnell in their textbook Principles of Management seem to concur with that philosophy since they state that much of the research work in leadership still exhibits the characteristics of an elementalist approach. They believe that the men who take this view are concerned with refining the concepts of leadership traits, correlating them with leadership success and thus developing a value for each. But then they go on to say that leadership research has now reached a point where the basic problems, the question of

personal interrelationship, and the issues of transferability of leadership skills are clearer than ever before. (16:69)

STATEMENT OF THE PROBLEM

There is definitely an increasing need in military, political, and social areas for dealing in problems relating to interpersonal interaction, group functioning, and emotional maturity. The Institute For Personality Assessment and Research includes leadership as a key variable in its program of research on factors which condition professional success, creative achievement and personal and social responsibility. But more research in the field of leadership is needed, for every additional bit of knowledge that helps explain the attitudes and behavior of our leaders offers the possibility of improved allocation of human resources.

LEADERSHIP RESEARCH

The armed services have pointed up the importance which they attach to leadership by subsidizing research in this area. About one quarter of the research carried on by the Human Relations and Morale Branch of the Office of Naval Research is taken up with leadership reports. Such indications may be interpreted as reflecting a trend in which the significance of research on leadership is ever more apparent as helping to solve the many urgent and complex problems which surround us. The Navy has recently stressed the need of moral

leadership and has even developed check lists to indicate where leadership improvement is needed. (22:1ff)

Traits found to characterize leaders in one study were often found to characterize non-leaders in another study. (25:4) The question of what makes a successful leader is probably an unanswerable one, if we are seeking to define one single road to glory. Many people who possess an ability to facilitate cooperative effort in others lack other skills which are required for particular management jobs.

J. R. Schoen believes that if a person doesn't have the basic personal characteristics which will make him an executive, no amount of concern with human relations per se will make him one. (25:46) Professor Joseph Blacow of the Management School faculty at the Naval Postgraduate School voiced essentially the same theme in a classroom discussion on April 27, 1959, when he said: "The key to what a man will do is basically what he has done all his life."

The number and type of traits which comprise leadership seem to vary directly with the number of people who list them. Some of them appear similar, but whether this is the result of scientific research or the limitation imposed by semantics is open to question. Schoen states that personal integrity, energy, intellectual capacity, moral courage, strength of purpose and imagination, to mention a few, are the basic qualities of which successful organization effort is made. (25:46) C. E. Goode, in 1951, published a review of the qualities found to make for successful leadership. He listed the following

seven: "(1) mental ability, (2) breadth of interest and aptitudes, (3) language facility, (4) maturity, (5) motivation, (6) social orientation, and (7) administrative skills." (13:342-50)

Meier, in his study of the selection of R.O.T.C. candidates at Harvard University where an attempt was made to use leadership aptitude as a basis for selection, stated that interviews, apparatus tests, and rating scales contained certain invalidating faults that made them impractical. (21:14) On the other hand, Flint and Bass in their report compared the construct validity of three measures of successful leadership by examining the correlation between the measures and the ability of 255 subjects--their esteem and rated success as leaders. They found that the initial accuracy and intelligence of the subjects predicted to some extent their success as leaders, as expected, if the leadership measures were truly measuring leadership; and that rated success correlated significantly with actual success as a leader. The studies also indicated that the subjects with higher measured success as leaders attempted more leadership. (9:11-13) These findings are not unlike those conducted in the Newport Study of peer ratings in which the researchers concluded that--depending upon the purpose for which intended--an early peer nomination will yield an adequate approximation to the prediction obtained in later ratings. (29:summary).

Many other measures of leadership aptitude have been suggested, among them sociodrama, leaderless group techniques, stress interviews



and frustration tolerance techniques. (7:523-35) Another type of test is that developed at the Institute for Personality Assessment and Research (IPAR) at the University of California in which Dr. Harrison G. Cough uses a word association test in which, under empirical analysis, are included lists of adjectives selected according to their observed relationship to various criteria. Adjectives believed to characterize an original person (potential leader) include: "alert, capable, clever, curious, daring, enterprising, enthusiastic, foresighted, imaginative, initiative, independent, individualistic, ingenious, intelligent, interests wide, inventive, original, persistent, resourceful, sensitive, spontaneous and versatile." Adjectives believed not to characterize an original person (non-leader) include: "apathetic, cautious, commonplace, confused, conservative, contented, conventional, dull, humorless, prudent, rattle-brained, shallow, stolid, suggestible, and unintelligent." (12:2-9) This test is applied to persons who have undergone other tests of personality assessment which include analysis of the following leadership factors:

Personal tempo: The rate of speech, quickness and intensity of expressive movement, general speed of response.

Naturalness: Freedom from pretense, being oneself.

Vitality: General energy level, stamina.

Poise: Ability to meet situations without becoming rattled.

Impulsiveness: Degree of inadequate control of impulse, acting without thinking, lack of deliberation and judiciousness.

Warmth: Friendliness, responsiveness to others, approachableness.

Positive Affect: Cheerful, animated, good tempered, optimistic.

Drive: Persistence, resolution, perseverance, directed energy.

Sense of humor: Ability to appreciate and respond to wit and humor, and talent for amusing others.

Good judgment: Common sense, sense of reality, objectivity.
(12:20-22)

WHAT IS LEADERSHIP?

What is leadership? Among the simplest definitions is one given by Ordway Tead in his classic book The Art of Leadership: "Leadership is the activity of influencing people to cooperate toward some goal which they come to find desirable." (28:20) There are many other definitions including: "Leadership is the exercise of authority and making of decisions." "Leadership is the ability to persuade or direct men without the use of prestige or power of formal office or external circumstances." "Leadership is the tendency to assume and be accepted in an executive role in a group and to perform that role in a constructive manner. This implies a sensitivity to and adequate handling of inter-personal demands as well as those inherent in the accomplishment of the group task." (12:23) Admiral Arleigh A. Burke, the Chief of Naval Operations, in an article which appeared on page 9 of the Monthly Newsletter Magazine of the Navy Supply Corps (October 1958) put it this way:

As any Navy, nuclear or conventional, will always depend upon its men, and the men upon their leaders, we must know the qualities of good leadership. I would like to stress one of these qualities--integrity. This personal quality of being honest, of having undivided purpose and loyalty is a fundamental requirement of any leader. Integrity is expressed by adherence to principles--and willingness to

accept responsibility. It is displayed by the leader who refused to "pass the buck." The leader who supports direction and accepts responsibility displays this vital quality. Integrity is a must for all of us if we are or ever expect to be leaders.

WHO ASPIRES TO LEADERSHIP?

But how do men get out in front and stay there? Where do they come from? What kinds of education do they have? Did someone push them ahead or did they advance on their own merit? As Robert Dubin said in Human Relations in Administration: "Anyone who has made the decision to be a leader has made exactly the same sort of decision that an individual makes when he enters medicine, law, engineering, or the ministry. He has decided to enter a specialized career. (6:257-58) To that might be added one other word of advice--no sluggard need aspire to leadership. To embark successfully on a career involving leadership demands courage. Once a person has decided upon the part he wishes to play in life, and is assured that he is doing the work for which he is best endowed; and is satisfied he is filling a vital need, then he needs the courage to tackle the problems he must solve.

With faith in himself, he will be brave enough to act on probabilities instead of certainties, and put his whole energy into making things come true. One mark of a successful leader is that he feels sufficiently secure to devote his thought to the well-being of his subordinates and the perfection of his job instead of constantly

looking up the line to make sure that he is being approved. The urge to be a leader is a personal quality, it is deep within man himself.

CHAPTER II

LEADERSHIP - A PERSONAL QUALITY

There is a persistent theory held by those who prate most steadily about the "American way of life" that the average American is a rugged individualist to whom the whole conception of "leadership" is something foreign and distasteful. But it is not entirely consistent with the facts. Robert Sherwood, the noted author and playwright, put it this way:

We Americans are inveterate hero worshippers....We like to personalize our loyalties, our causes. In our political or business or labor organizations, we are comforted by the knowledge that at the top is a Big Boss whom we are free to revere or hate and upon whom we can depend for quick decisions--when the going gets tough. (27:39)

The need for leadership in all walks of life is greater today than ever before. A glance through history shows that the story of nations and industries is told in terms of the exploits of individuals. People follow a leader because he arouses some emotional response in them. Livingston believes this inspiration is perhaps the most important single reason for his selection as a leader. (20:215)

IN THE ARMY

Douglas Southall Freeman in Lee's Lieutenants tells how General Robert E. Lee patiently assuaged the victims of hurt pride, stimulated the discouraged, appealed to the better nature of wavering men, and by force of his own righteousness more than by the exercise of his

authority, reconciled bitter differences, or induced personal enemies to work together. (10:xxiv) He was, in fact, like a father to them. Sidney Hook in The Hero in History says that it is not uncommon in a great man or leader, since most individuals are, in the Freudian view, in perpetual quest of the father who supplied the axis of security and emotional stability in their early youth. (15:20) Hook goes on to say that the more urgent the crises the more intense is the longing for the proper man to master it. (15:12) Perhaps this is what accounts for the strength of Charles DeGaulle in France today, and the appeal of Franklin D. Roosevelt in 1932.

IN THE NAVY

Often the fate of people seems to hang visibly on what one person, perhaps a few, decide. Admiral Burke, the Chief of Naval Operations, in remarks made to new flag officer selectees in 1958, had this to say:

Someday the continued existence of these United States may very well depend on whether or not we as naval officers, or our successors, can stand up for what they believe and for what they know is right for our country. (4:6-7)

This thought is amplified in General Order No. 21 of the U. S. Navy, which was promulgated specifically as an opening gun in the aggressive campaign to re-emphasize the need for leadership training in the Navy. The first part of the order said:

To maintain the support and respect of society, as well as to meet the requirements of his own conscience, every Naval leader must be in himself an example of our

military ideals. By Naval Leadership is meant the art of accomplishing the Navy's mission through people. It is the sum of those qualities of intellect, of human understanding and of moral character that enable a man to inspire and to manage a group of people successfully. Effective leadership, therefore, is based on personal example, good management practice, and moral responsibility. (11:1-2)

IN THE MILITARY, GENERALLY

This is not to imply that leadership is the exclusive province of the military--it definitely is not. But leadership has long been one of the requisites of the military. Freeman reports in Lee's

Lieutenants:

The necessary qualities of high military command manifestly are administrative skill and diligence, strategical and logistical sense, military imagination, initiative, resourcefulness, boldness coupled with a grasp of practicality, ability to elicit the best of men, and the more personal qualities of character, endurance, courage, and nervous control. (10:xxvi)

It is not a case of the military organization being better than civilian, but simply that leadership in the military is often a matter of life and death. Waino Suojanen, author and educator, put it this way:

Executive committees may work very well for running an industry or business corporation, but not in battle.... where the dealings and dividends are life and death. I have yet to see a committee at any level that could vote a battalion up a hill! It takes one man who isn't afraid to say "I" and face the consequences. One man with the professional competence to know what to do, the guts to decide to do it, and the dynamic leadership to inspire other men to get it done. (26:11)

Sidney Hook, in The Hero in History, credits Napoleon as saying, "An Army of rabbits commanded by a lion is better than an army of lions commanded by a rabbit." (15:28)

IN CIVILIAN ENDEAVORS

The same thought is expressed by Chester I. Barnard in that he holds that leadership has two aspects. The first is individual superiority in the area of leadership techniques: a person outstanding in physique, skill, technology, perception, knowledge, memory, and imagination will command admiration and be able to lead subordinates. The second aspect includes individual superiority in determination, persistence, endurance, and courage. (3:260)

But let's take a closer look at where these leaders come from, and who and what they lead.

CHAPTER III

STUDIES OF SUCCESSFUL LEADERS

There have been six or seven careful studies, covering the period of the past 70 years, of the very top men of the corporate world--top according to the positions they occupy. These successful leaders, or Chief Executives as they are best known in the corporate world, are the men who occupy the top two or three positions in each of the corporations, which, measured by sales and capital are among America's largest. Are the successful leaders included in some of those surveys exceptional--a cross section of Americans who just happen to be successful--or are they, instead, a group of men who have had advantages of origin, education, and training--and because of this they do not fit many of the stereotypes which prevail about them? Two studies, one by Wald and Doty as reported in the Harvard Business Review and another by the editors of Fortune will be used in setting forth the facts. Both the studies substantiate other findings made over the past forty years, some of which will be referenced in later portions of this paper.

THE TOP EXECUTIVE

Wald and Doty studied the backgrounds and characteristics of a group of 33 highly successful corporation officers and found that there was definite pattern of background and personality making for

executive competence! Before including a man as a candidate for this study, he had to meet certain requirements:

1. Be serving as an officer in an organization established for at least five years which has, during that time, maintained more than \$5,000,000 of business each year.
2. Have served in such a position for at least three years.
3. Be in a large measure responsible for planning and coordinating company policy.
4. Have received an annual salary of not less than \$20,000 for the last three years.
5. Have been educated, predominantly, in American schools. (32:42ff)

The 33 executives represented 29 different organizations. 17 were Board Chairmen or Presidents, 13 were vice-presidents, and 3 were secretary-treasurers. Their ages ranged from 38 to 69, with a median of 53 years. Most of the companies represented were above the mark of \$25,000,000 annual volume of business. The following facts were thought to be significant:

1. All but two were born in the United States, and 24 of the 33 were born in cities of 10,000 or more population.
2. 75 per cent of the group had two American born parents, 10 per cent had one foreign born parent, and 15 per cent had two foreign born parents.
3. The parents' educational backgrounds were definitely above average. The general educational level in the United States in 1910 (a year in which the typical participant was still a member of the family group) was somewhere between the sixth and seventh grades. The average educational level completed by the parents of the participants was between the eleventh and twelfth grades, with about two-thirds graduating from high school.

4. Somewhat more than half of the fathers were engaged in professional or managerial occupations, whereas only 11 per cent of the total labor force was in this type of work during the same period. (32:45ff)

Wald and Doty drew several conclusions from this study including the indication that the successful executive of today does not fit the traditional picture of the immigrant or first-generation American boy struggling to rise above his humble beginnings, or the country boy striking out on his own in the big city. Rather there is the suggestion, at least, that being brought up within the cultural environment of a metropolis is more conducive to executive development than early years spent in small towns or rural areas. Further, they believe that there is fairly strong evidence that a good, solid, upper-middle class home, with happy family relationships, is the best start tomorrow's executive can have. (32:45ff)

The report went on to indicate that the group members were generally well educated; the average level of formal education was slightly above third grade college. Specifically, 22 of the participants, or 67 per cent were graduated from college--a very high figure considering that only about one fourth of one per cent of the total population of this country was even enrolled in college 30 years ago when most of the participants were attending college. (32:45ff)

LEADERSHIP DEVELOPS EARLY - IN THE CITY, WITH MONEY!

Dr. Jeremiath O'Sullivan, in his "Review of Leadership Studies" for the Weapons Systems Evaluation Group of the Department of Defense

found that a high school leader was apt to continue as a leader in college and in business, professional or military career. He also found, as did Wald and Doty, that only a small percentage of leaders came from first generation American born children but that most came from the upper classes of society. (24:9)

Dr. Mabel Newcomer in her study of "Where Corporation Presidents Come From", as reported by Hepner, stated that most came from a family of moderate means; that the chances were three to one he had some college education. Her report indicated that over 75 per cent were Republican, 40 per cent were between 51 and 60 when appointed President, 22.9 per cent had been with the company less than one year, but 51.3 per cent had been with the company from 10 to 30 years. 72 per cent were Protestant, and their occupational background was 41 per cent in administration, 19 per cent engineers, and 12 per cent lawyers. (14:239) These facts are interesting because they tie so closely with many of the other studies made.

Lindgren, in Psychology of Personal and Social Adjustment reports Taussig and Joslyn as saying that their studies indicate considerable evidence that we tend to lean heavily on the upper classes for our leadership since 10 per cent of the American population produces 70 per cent of the leadership in business. (19:187)

The studies referenced herein indicate rather clearly that the most successful leaders, the top executives, are definitely not country boys who have made good in the city. Dr. Newcomer's studies agree with those of Taussig and Joselyn which indicate that the top executives

are predominantly Protestant and more likely, in comparison with the proportions of the population at large, to be Episcopalians or Presbyterians than Baptists or Methodists. (33:118-138)

THE "FORTUNE" SURVEY AND ITS CORRELATIONS

Fortune analyzed a group of 900 top executives--the three highest paid men in the 250 largest industrial corporations, the 25 largest railroads, and the 25 largest utilities--considered by many to be the largest contemporary sample of the study of successful leaders. That article stated that for at least two generations now, the families of the top executives of the big American corporations, have, as a group, been far removed from wage work and the lower white collar ranks, and that only 2½ per cent of the top executives who were under 50 years of age in 1952 have come up from the ranks of wage-earner families. (34:132-135) Note the similarity of these 1952 studies with those of Taussig and Joslyn made some 20 years earlier.

Another interesting correlation is that made by Wald and Doty (32:42ff) and Fortune (34:132ff) regarding the college education of the top executives. Both agree that the factors of origin led directly to the big advantage of formal college education.

As mentioned earlier, ¹⁹⁴⁴Dr. Newcomer reported about 12 per cent of the most successful leaders began their careers as lawyers--the figures although taken from Hepner's book have the source in

Mabel Newcomer's article "The Chief Executives of Large Business Corporations," Explorations in Entrepreneurial History, Vol V (Cambridge: Research Center for Entrepreneurial History at Harvard University, 1952-3) pp. 1-34; which deals with the Chief Executives of Corporations in 1899, 1923, and 1948. (This book was not researched by me.)

It would seem that this percentage will tend to grow for today the success of a corporation depends to a considerable extent upon minimizing its tax burden, maximizing its speculative projects through mergers, controlling government regulatory bodies, influencing state and national legislatures. Accordingly, it would seem logical that the lawyer will become an ever more pivoted figure in the corporation world. Fortune in its article "The Nine Hundred" does not agree, as they believe that many of the big companies have become too vast for the true specialist in law or finance or engineering to manage. Fortune states that men in these fields have indeed reached the top positions, but they have done so probably because they possessed two qualities that come more easily to alert sales executives and to other non-specialists: a capacity for taking a broad view of company activities, and the ability to get along with people. (34:232)

COST OF LEADERSHIP

It was Lawrence Appley of the American Management Association who said:

A leader cannot make out of a job just anything he wishes. He has to accept certain responsibilities that go with the job....He should add to the job more than is expected, putting it before his own interest.... A leader must realize he is in a position to set an example and must deny himself, therefore, many of the privileges of a follower. His efforts to develop himself must be unceasing if he is to meet the challenge of leadership. (1:257-58)

In short, the man who would be a leader must pay the disciplinary cost involved. This does not mean that he must withdraw from the world, but it does entail restraint, control, and moderation wherever these are necessary to achieve the ends he seeks. Furthermore, it is essential, if the leadership is to be successful, that there be no "coasting". The leader cannot set up a procedure then linger lazily watching it work. He must keep his imagination vividly alive--originate ideas--start trends. The satisfaction should come from doing rather than contemplating a completed project. The increased satisfaction might be said to equal that of the hunter hitting a fast moving target.

Ralph Cordiner, in New Frontier for Professional Managers, expressed it in another way when he said General Electric was engaged in deep research into the really important values of human work--the spiritual satisfaction that comes from a challenging position that brings a man or woman a sense of achievement, of belonging, of worthwhile personal expression. (5:24-25)

But again, as Lawrence Appley said:

Despite the tools of modern management--the records, graphs and reports, the organization charts and written policies...The decision making function

must still be the responsibility of the individual, and it is still a lonely and difficult responsibility... There is a risk involved for the individual who faces up to responsibility...and it is only because we have had individuals willing to do so that our country and our system have made progress. (1:97-98)

CHAPTER IV

THE BASIC PRINCIPLES

Diverse, though the areas of leadership may be, there are nevertheless certain basic principles generally agreed upon as being necessary. "The leader must be sincere in his beliefs about his business or profession and his place in it, and he must have the force of character necessary to inspire others to follow him with confidence. If he has those qualities, then one of his biggest problems is choosing the right people as his assistants. Men who will be close to a leader should be capable of doing things the leader cannot do for himself. No successful leader in government, business, or any sphere of activity will surround himself with "rubber stamps" if he wishes to be relieved of some of today's work, to be given time to plan for tomorrow--as surely he must. Be it always remembered--the leader's job is to get work done by other people. Herein lies the most subtle challenge to the man in authority over others.

John L. McCaffrey, the chief executive of International Harvester, in a speech on 10 June 1953 before the graduating class of the University of Chicago's two-year Executive Program, reprinted in "What Corporation Presidents Think About At Night" said in part that a corporation president:

...seldom lies awake very long thinking about finances or law suits or sales or production or engineering or accounting problems...when he approaches such problems the president can bring to bear on them all

the energy and the trained judgment and past experience of his whole organization...his biggest problem is that industry is full of human beings...We sit at our desks all day while around us whiz and gyrate a vast number of special activities, some of which we only dimly understand. And for each of these activities, there is a specialist...All of them, no doubt, are good to have. All seem to be necessary. All are useful on frequent occasions. But it has reached the point where the greatest task of the president is to understand enough of all these specialities so that when a problem comes up he can assign the right team of experts to work on it...How can he maintain the interest of and get full advantage from the specialists who are too specialized to promote? On the one hand, the company absolutely requires the skills of the specialists in order to carry on its complicated operations. On the other hand, he has to get future top management from somewhere. And that somewhere has to be largely within the existing company, if he is to have any management morale at all...We live in a complicated world--a world that has spiritual and moral problems even greater than its economic and technical problems. If the kind of business system we now have is to survive, it must be staffed by men who can deal with problems of both kinds.

(35:12422)

SELECTION OF LEADERS

Success as a leader is often determined by the standards of selection that prevail and the personal application of these standards by the men who are already at the top and this is true in the military as well as in the corporate world. One is drawn upward by the appraisals of one's superiors. Most executives take pride in their ability to "judge men"; but what are the standards by which they judge? It has been said that the acceptance of higher standards of judgment is the basis of all human progress and that a love of high quality is essential in a leader. He should, it is said, be concerned with the quality of workmanship, like a cabinet maker who runs his

fingers over a smooth surface and secret joint, reconsidering the work of his hands. But, unfortunately, too often the standards that prevail are not clear-cut and objective; they seem quite intangible, and they are often perceived by those below as ambiguous. On the lower and middle levels of management and in the military through the field grade officer level, objective criteria having to do with skillful performance of occupational duties do often prevail. But once a man of the lower ranks becomes a candidate for a corporate position (the Board) or eligible for flag rank--the sound judgment, the broadened view, and the other less tangible traits are required. Admiral Burke in addressing the new flag officer selectees said:

You have been elected...not on your past performance alone...but you were selected on the basis of what you can do for the Navy in the future. There is no other basis for selecting a man to flag rank. Flag rank is not a reward for past performance. You must necessarily have been good, of course. But you were selected because you have stamina, the guts, the enthusiasm, the drive, the intelligence, the judgment and all of the other factors which go into making a good flag officer. (4:1)

In support of the statement that the broadened view is needed,

Admiral Burke went on to say:

Your horizons have to be very big...some of you have great big horizons and some of you perhaps not, but you have got to think of the whole United States...You have got to think of the entire Navy. You have got to think not only in terms of the Navy alone but in terms of what the Navy can do in the whole U. S. picture and of the world. It's sometimes difficult to see this whole big thing that is our responsibility. (4:3ff)

Note that Admiral Burke did not say that it was practical experience that counted. For in the service as well as in business

those on top control the chances to have the practical experience of the sort that would be counted for the higher task of sound judgment. True, all who aspire to top leadership must display ability--which Merriam-Webster defines as "power to perform, whether physical, moral, intellectual or legal"; but as C. Wright Mills, the author, says "The most accurate single definition of ability--a many-sided work--is: Usefulness to those above, to those in control of one's advancement."

Interestingly enough, a recent survey by Booz, Allen, and Hamilton as reported in Business Week, 2 April 1955, page 88, showed that half of 50 major companies studied used only one man's opinion in rating executives; 30 per cent used "several person's" opinions to evaluate ability and only 20 per cent tried more scientific methods.

Of the many that are called to corporate management, only a few are chosen. This was forcefully demonstrated by a visit to the Emporium Department Store in San Francisco where top management said their junior executives numbered roughly 400--but their top level executive management consisted of 16--with no major step between the two! They, like the flag officers, are picked for qualities judged useful to "the team".

THE ROAD UP

The leader has come to his position by one of several ways. Wald and Doty say that an analysis of the employment histories of the

executives they studied showed five common "avenues of progress": (1) sales, (2) long and varied service within the company, (3) family influence, (4) accounting, and (5) law--in the order of their frequency. (32:45ff) But no matter how he "arrived" he must have had help from his associates, co-workers, or whatever name one may assign the great majority of people who exist within one deviation of the mean on the bell curve!

No matter at what point we decide to discuss leadership, we inevitably reach the conclusion that the art of being a leader is the art of developing people. At its highest peak, leadership consists of getting people to work for you when they are under no obligation to do so.

Throughout his active life, the leader finds himself surrounded by duties to his business, his community, and himself. None is more important than his duties toward his workers. It is a maxim that whoever is under a man's power is under his protection. A leader who is tyrannical pronounces himself inefficient. He enforces severe discipline "according to the book" merely because he knows no other way. He refuses to hear his subordinates' side of questions because he is afraid they may prove to be right and thus cause him to "lose face." His imperious manner provokes dissension. Much more successful is the leader who approaches his job in the spirit of being a coach. He will kindle interest, teach, aid, correct, and inspire. He will seek the special talent every worker has. His people will cooperate with him in maintaining discipline for the good of the

team. He will suppress his own ego and encourage the progress of those whom he leads. He will create in his group a sense of united effort, directed toward a specific goal.

However, Auren Uris, the author, believes that a major leadership dilemma is the fact that the "right" way often fails to produce results and that the "wrong" way is often successful. (31:27) He goes on to state that autocratic leadership, in certain situations, will be effective and successful, when democratic or free-rein approaches would fail. The skill of leadership lies largely in knowing when to use which method...like the skipper of a sailing craft who sets his sails and tightens his lines according to prevailing winds and currents, changing them when necessary. He's not being inconsistent. He's being flexible. (31:21-39)

C. A. Efferson in his article, "The Measure of a Manager," states:

The fact that no one has yet been able to measure managers completely and objectively to everyone's satisfaction is an indication of the extreme difficulty of evaluating executives and their potential. (8:4)...A manager must be able to make decisions--to make them often, to make them as a normal matter of course without strain and clamor and to make the most of them more right than wrong. (8:6)

But, as the same article states, one must analyze the performance of the manager:

Are his people stimulated with a feeling of purpose? Was his efficient performance due, in good part, to his inspiring leadership, or did a group of good, loyal workers under him achieve the record despite his poor leadership?...How well are his people led, and what are the results? If he measures up in this analysis, you

don't give a hoot whether he is extroverted or introverted, dominant or submissive, fluent or inarticulate. (3:63)

"There is no such thing as the common man," stated Ralph J.

Gordiner. He went on to say:

Each of us is an uncommon man. Each of us has some distinctive and individual contribution that he alone can make...When the professional manager at every echelon of the organization recognizes this, and cherishes it as his most deeply held belief about his fellow-men, then he has found the clue to leadership. (5:116-117)

PROBLEMS

The capable leader does not flounder around in confusion when he meets a problem, because he has learned certain general procedures which enable him to face a crisis without panic. This isn't always easy. Lyndall Urwick, with a sense of humor, puts it this way:

The leader must always do two things which run counter to each other--and he must do them simultaneously. First of all the leader must administer his business...to do this he must encourage his administrators, the men who keep things tidy for him. At the same time he must have something new to make or to sell the day after tomorrow. And to achieve this, he must help and encourage his lunatic fringe--his crazy people, the guys who are irregular, who don't fit in--because it is out of this group that he is most likely to get new ideas which are of some value. (30:59-60)

In essence, a successful leader will follow the "normal thought process" in which the Greeks figured out, centuries ago, what it was that made some people smarter than others. They worked out a formula, but somehow it was forgotten until John Dewey rediscovered it about 30 years ago. Some give it five steps, others seven--and currently

it has attained the name "scientific approach". He'll gather all the facts, determine the problem, analyze the problem, list the possible solutions, develop a plan of action, take action, and evaluate results. However, to tackle problems in a masterly way, the leader must see things whole as well as in separate parts. Unwise accent on some section is one of the most ruinous practices in government or business leadership. The company that emphasizes production and neglects merchandising will find its stockpile high and its sales profits low. In both production and distribution, the leader must balance quality and cost. In the Navy supply and distribution system, the current emphasis is on "economic order quantity". And that, because the factor of "leadtime" is involved, brings to mind the general essentiality of time. The difference between a successful leader and a poor one may be merely that the poor leader does a thing at the wrong time, sometimes too early, but more often too late. Among the most poignant tragedies in history, says Sidney Hook in The Hero in History (15:1-22) are those in which men have cried "impossible" too soon, and for want of vision have summoned up energies sufficient to win the day--too late.

In summation, and as stated in NavPers 15913, effective leadership is based on personal example, good management practices, and moral responsibility. (22:17)

CHAPTER V

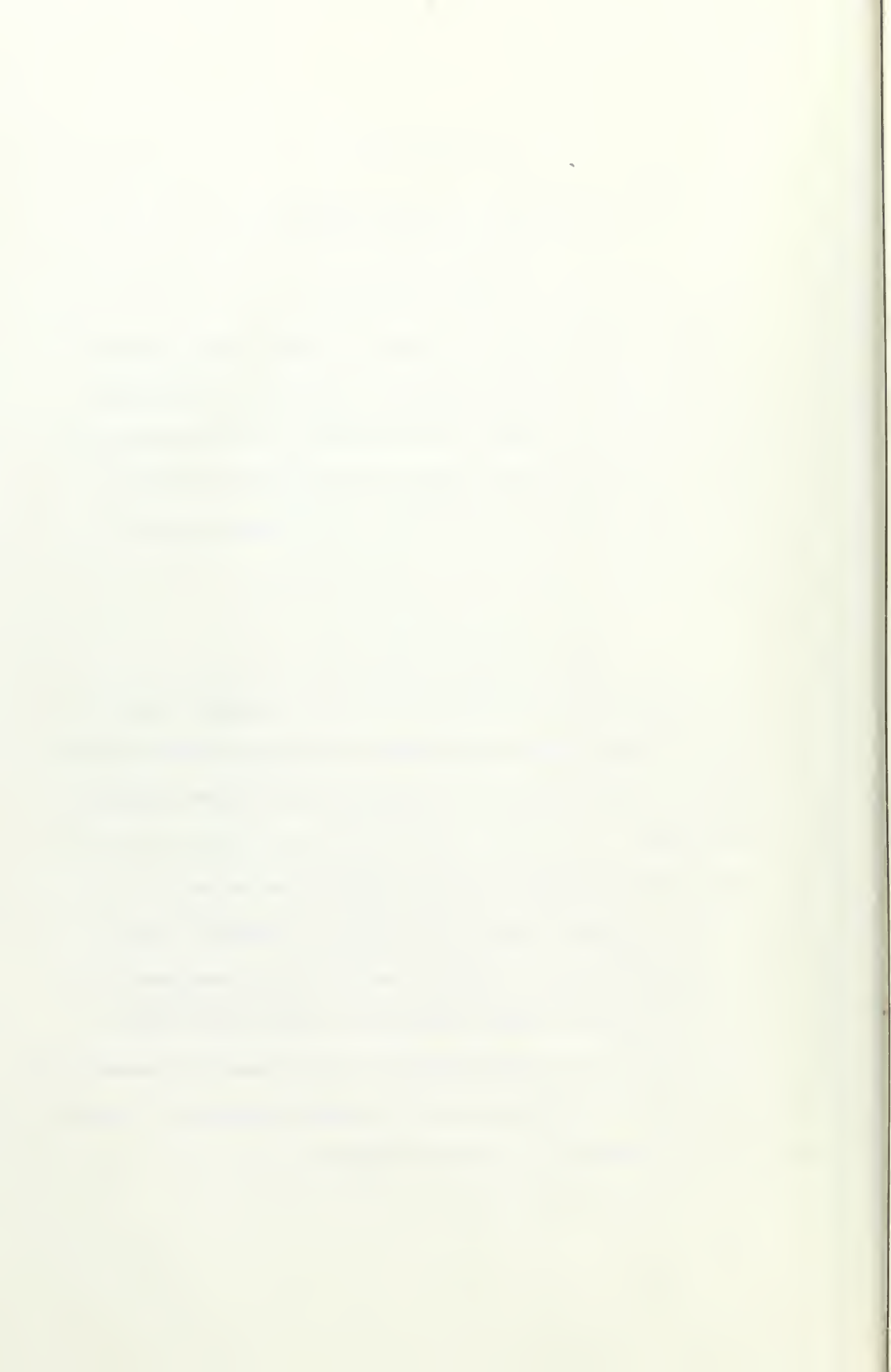
CONCLUSIONS AND RECOMMENDATIONS

NEED FOR CAUTION

It is evident from what has been said that there is need for caution in the study of leadership as measured by mechanical analysis or the "yes-no" type of questionnaire. No bare enumeration of traits can do justice to the power of insight which flashes to the surface of a leader's mind in the face of problems, dangers, and conflict of ideals.

IS IT WORTH IT?

There is no power on earth--in school or anywhere else--that can take a man from a desk or the deck of a ship and mold him into an executive. Self-advancement is powered by one's own initiative and perseverance. A man still has to do his own growing, though in these days he may find many helps his grandfather and father did not have. But no one should embark upon a course leading to leadership without totting up the cost. Being a leader has many compensations, but it is a hard job and often a lonely one. Koontz and O'Donnell give good advice to the man who wants to assume leadership immediately: "Good leadership is a characteristic developed through time...quick acceptance by followers is a rarity." (16:72)



NO PATTERN - NO EASY SOLUTION

There are some fundamental principles of successful leadership--but there is no strict pattern for it and there are no precise practices and skills which can be acquired by rote that will automatically make people successful leaders. Every human problem is a little different. A statement attributed to editor H. L. Mencken, "There is always an easy solution to every human problem--neat, plausible and wrong," states clearly that we should be wary of pat formulas and panaceas to solve human relationship problems.

NEED FOR CONTINUED LEADERSHIP

Effective and successful leadership, like democracy, does not come automatically; nor once obtained does it necessarily remain with us. Peter Drucker, the noted writer, in his recent article "Realities of Our World Position" has stated the case for continued leadership most effectively:

The leadership position of the United States in the world economy is a very recent one--barely 30 years old. It is primarily the result not of our strengths but of other people's weaknesses and misfortunes, such as the destruction caused by World War II in all other industrial countries. Our leadership is thus based on temporary factors and they are disappearing rapidly. (36:42-44)

He went on to say that perhaps the most important challenge to our competitive position lies in the area of management of people. He feels that we must accept the fact that leadership is not ours by right but must be earned. (36:42-44)



There is a definite need for more and better leaders in industry and in government; leaders who have the loyalty, integrity, and ability to assume responsibility. Perhaps what is needed as much is more people to assume responsibility--the willingness to accept the consequences of one's own behavior. Too many people want neither to assume responsibility nor leadership.

ESSENTIALITY OF COMMUNICATIONS

Our leaders, present and future, must develop the ability to use words, the symbols of thought and emotion, as tools of leadership. The successful leader must be a skilled communicator, able to express his ideas accurately and precisely. In short, effective communication is the hallmark of high morale--for it means understanding the other man's problem. Begin at home, understand the problem of your department...your ship or station...the squadron and the fleet...that of our nation and those of the free nations of the world...It takes leadership--it can and must come from those who are ready and willing to assume the job of leadership.

TAKE THE BROAD VIEW

The higher up in leadership a man goes, the broader his life and vision should become. He must not gear his brain to details, going around scratching the bark of trees and never coming out to look at the woods as a whole. To do this, the leader must demand analysis

not generalization; actualities instead of opinions. He must have the ability to scrape off the barnacles and get at the true values.

In the last analysis, it is up to every person to decide whether he wishes to become a leader--for only the individual knows himself; knows how much he is worth, and for what price he will sell himself--the price of leadership should come high.

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